



Welcome to the Climbing Wall Association CWI Provider Certification Program

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The Goals of the CWI Program are as follows:

- Our certified instructors and providers are both ambassadors for their facilities and for the CWA. It is the hope of the CWA that instructors and providers conduct themselves in a professional manner, both when instructing and when engaged in their own climbing pursuits.
- The CWA strives to bring consistency in practice throughout the industry. However, it is not the role of the CWA, nor its intention to tell facility owners how to operate their business.
- As a provider, we count on you to provide guidance and share knowledge and experience with prospective CWI's.
- A provider's role is to assess accurately the competency of CWI's who they will submit to the CWA for certification. We count on you to assist us in the consistency by adhering to the standards outlined through the **Policy Manual**, the **Industry Practices** document and the **Student Manual**.
- Assist the CWA in have a quality certification program.

PROFESSIONAL

A professional is someone who exhibits the following traits:

- Respectful and responsible
- Accountable.
- Conscientious and confident
- Knowledgeable

## DUTY OF CARE

Both a CWI Provider and an Instructor are representatives of their climbing facilities AND the CWA

Both are responsible to prepare for their classes, and to understand and deliver instruction of skills and sharing knowledge. Both also assess the skills of class participants, and communicate feedback, next steps.

Both are also expected to manage the risks that exist during the class delivery.

The assessment a provider makes is used to determine a candidate's eligibility for certification. This involves assessing some of the soft skills -

- the ability of the CWI to demonstrate confidence and to teach,
- the ability to act as a professional
- The ability to provide feedback
- The ability to assess risk tolerance and risk management
- the probability that the candidate can and will respond appropriately if/when things go wrong

Additionally, the Provider is responsible for record keeping, managing the logistics of the program and administration of certification through the CWA.

## SCOPE OF THE CWI PROGRAM

The CWI program certifies instructors to offer instruction in the areas of

1. Operational procedures, including facility and climbing equipment inspection, care and use, and the supervision of climbers
2. Orientations – to the facility, how to access the facility, etc.
3. To bouldering
4. To auto belays
5. Belay checks and top rope instruction
6. Lead belay checks and lead climbing instruction.

### 1. OPERATIONAL PROCEDURES

Operational Procedure is a part of the CWI certification program scope.

In accordance with Industry practice, facilities and PPE inspection is required and directed by the manufacturers through the documentation that accompanies the equipment, or which can be found on the manufacturer's website.

Inspection practices include what to look for to confirm the soundness of equipment, or perhaps feel for.

The degree of regularity is typically daily for many facility elements like flooring and fixtures.

PPE inspection, including harnesses, carabiners, belay devices are typically more frequent and involve with each use.

How the information regarding inspection is recorded may be different in each facility, but instructors, climbing wall workers should be aware of how to record information and what to do with equipment that may be questionable.

Manufacturer's also have recommendations for when to retire equipment. Making the decision to retire equipment may not be within the purview of the instructor, but certainly a Provider should feel confident making the decision.

Supervision of facility users is an important role in a climbing facility. Often the person supervising climbers will be the first to respond to an injury. Supervision involves more than merely watching climbing. Supervision means assessing the scene for potential risks, or situations that may become risky. Noticing two climbers starting and not realizing their routes will cross or noticing a new lead climber fumbling to make a clip and the belayer not positioned well if the clip is missed and responding to avert the situation from happening. It could be simply reminding climbers about the importance of safety checks in a way that is positive and effective. Sometimes these suggestions maybe challenged, and the climbing wall worker must find ways to stay in the conversation while de-escalating the difference of opinion.

## 2. FACILITY ORIENTATIONS

Facility Orientations are within the scope of the CWI role.

CWI's should be prepared to work in ANY climbing facility offering the service specific to their endorsement.

As Provider's your job is to prepare them for the diverse policies and procedures they may encounter in different facilities.

The facility orientation is the first opportunity to do this. What any newcomer to a climbing facility needs to learn is:

- The rules and policies

- Access rules for the facility,

- Waivers, release of liability, visitor agreements \* discuss the difference in these documents

- Areas within the facility the user can access and how to access, whether it involves orientations or belay checks for rope climbing

The importance and willingness of the newcomer to take on personal responsibility

The CWI must also be competent to

- Supervise climbers
- Identify risks when supervising users in the gym
- Explain gym etiquette - community engagement
- Assess the participant's qualifications and willingness to assume risk

### 3. BOULDERING ORIENTATION

CWI's conducting a Bouldering orientation should discuss the following with newcomers:

- The limits of the flooring, in preventing injury that could occur from a ground fall and where on the floor, the climber may land
- Explain the options for exiting a problem, including down climbing, if appropriate topping out and falling.
- Falling will happen and there are ways to fall that may reduce the risk of injury, how to practice falling techniques properly
- Explaining the grading system, route marking and cautioning newcomers to stay within their ability
- Spotting and whether it is allowed, appropriate expected or not allowed.

During the bouldering orientation, the CWI informs the client of risks inherent in bouldering:

- i. EVERY FALL IS A GROUND FALL
- ii. keeping fall zones clear, to prevent uneven landing areas and the appropriate area for resting, spectating
- iii. Maintaining appropriate space between climbers,
- iv. And the importance of noting overlapping problems, direction of falls may not be as expected

As a provider it is important to guide the CWI's to understanding what cues from the newcomer inform them that the newcomer is ready to boulder without direct supervision.

### 4. AUTO BELAY

Conducting an auto belay orientation means that the newcomer understands:

- How to ensure the equipment needed is in good condition and ready for use. This includes harnesses, clips, area beneath the route being climbed. Ensuring the lanyard is retracting properly.

- How to clip in properly, including which part of the harness to use, how to manage the lanyard and clip while climbing in, ensuring not to lose control of the lanyard and reclipping to the belay gate or anchor when finished climbing.
- How to climb up, then release and allow the lanyard to stop the fall and lower the climber to the ground.
- The importance of self-checks and how to conduct a self-check
- Most importantly, the newcomer should be informed of the risks using an auto belay, the limits of their use. Be able to identify which routes are appropriate for use with a particular auto belay, limits of body weight.

When informing the new climber of the risks to be aware of, it is essential to discuss:

- i. the risk of complacency
- ii. Proximity to other climbers and potential for injury
- iii. The area through which one may fall – both while climbing and when landing
- iv. The importance of staying on route

The very real need to be redundant in checking the device and one's attachment to the device.

## 5. TOP ROPE

A CWI maybe conducting top rope belay checks and teaching a full top rope belay class. Elements included in the instruction should include:

- How to properly inspect both soft goods (harness, ropes) and the hard goods (carabiners, belay devices) before using them. How to identify harnesses that are NOT appropriate for use.
- How to properly use the equipment in accordance with the manufacturer's instructions for use
- Appropriate knots for tying in, how to tie the knots and how to check the knot, appropriate amount of tail of rope, how close the knot should be to the harness, where on the harness the rope should be attached
- How to set up the belay device and attach the device to the harness, how to feed rope through the device, taking up slack and feeding out rope, the importance of always maintaining control of the brake strand of the rope
- The importance of clear, concise communication that is essential between belayer and climber and the terminology unique to top rope climbing
- How to conduct a safety check, the essential nature of safety checks AND the potential consequences of complacency

The risks a new top rope climber needs to know:

- i. The impact of weight difference between climber and belayer and how to assess whether there needs to be risk mitigation (anchors or additional weight packs)
- ii. Again – the potential for complacency and what could happen when complacency and distraction is present
- iii. There are a variety of devices, ways that people have learned to use devices, for belaying. These could include PBUS, the waterfall hand action or pinch and slide. It is important to inform clients of what is expected in their facility and what the manufacturer recommends for use of the device.
- iv. Finally, it is important that CWI's understand that they may not know everything. They may not know a munter or how to use a particular device. When in the situation where they don't know, it is important to stay curious AND to request the client use equipment that they know, or practice belaying and top rope skills in accordance with the facility requirements.

## 6. LEAD CLIMBING

With a lead climbing belay check or course, the CWI wants the climber to be able to:

- Understand how to inspect and use quick draws, clipping into them and out of them with either hand, and with the gate facing in either direction.
- Included in the discussion of using quick draws the climber should understand when it is appropriate to clip, understanding the risk of taking up too much slack to clip or not enough slack. The need for a stable body position when climbing, and how the rope should be positioned relative to the body. Included in clipping is the potential for a z-clip or back clip and what to do if it happens.
- How to lead belay, feeding rope quickly and appropriately and taking rope in. Where to stand while lead belaying and how to move around when managing the rope and always maintaining control of the brake strand of the rope.
- New to lead climbing climbers need to clearly understand the difference between top rope falls and lead falls and how to best protect themselves when falling. It is important that the belayer understand the forces they will experience when catching a lead fall versus a top rope fall.

CWI's need to be able to inform and educate new lead climbers on the new risks they will face when lead climbing and belaying:

- i. Particularly the strong forces involved in a lead fall on both the leader and the belayer
- ii. The additional rope stretch and how to avoid hitting objects that may protrude from the wall
- iii. How to understand and manage weight differences between climbing partners and avoiding short roping a partner or giving too much slack, resulting in a ground fall
- iv. The very real complacency that can creep in after one becomes familiar with lead climbing and belaying and what practices may be in place to help prevent complacency – like retesting or staff monitoring, checking while flaking the rope with every climb
- v. As previously mentioned, experience is a great teacher, however until the experience is had, we do not know. It is important to consider how a CWI might ensure they can inform themselves as much as possible ahead of time of who is in their class and their readiness for the class. What steps can they take when they realize they don't know.

## Teaching and Learning - CLIMBING

A climbing wall instructor should have a plan. They can provide instruction that:

1. Follows all relevant policies and rules
  - a. Facility policies
  - b. CWI program policies
  - c. Industry standards
  - d. Manufacturer recommendations
2. Is Appropriate
  - a. for the client (age, experience, knowledge, etc.)
  - b. takes place in a good learning environment
  - c. the instructor has knowledge and cultural competency
3. Meets Expectations
  - a. offers clear and appropriate learning outcomes for the program being offered
  - b. prepares the climbers to demonstrate skills and competency for assessment

### WORKING WITH YOUTH

Coaches, instructors working with young people, have access to resources like "Respect in Sport" or "Safe Sport" which provide guidance on how to recognize a youth who is potentially being harmed by another instructor or teammate. As a coach, instructor it is important to ensure none of your actions could be considered inappropriate or harmful.

## The Learning Environment

The learning environment is foundational to the success of the course. There are several elements that make up the environment:

- The physical space which includes:
  - Music
  - Location within the facility the course takes place
  - The quality of routes
  - Temperature
  - Flooring
- The instructor who is responsible for -



- The safety – sense of safety of the participants
- The way that the course participants engage with each other
- The learning outcomes of the course
- The personalities and attitudes of the people in the course

## PHYSICAL SPACE

The physical space includes any of the elements in the space which includes music, location within the facility the course takes place, the quality of routes, temperature, flooring, and equipment. Loud, angry music with inappropriate words can create an intimidating environment and would be inappropriate for young children. If the routes have a few dynamic movements, the movements could create a sense of greater risk which for some participants, increasing their fear, or could be considered exciting and enjoyable for others.

As the instructor you may not have control over the temperature, the music, or the routes available for the candidates. However, the instructor may have control over the area of the facility they use for the course.

Flooring is one of the essential elements in a bouldering area. The most important element of flooring is that it absorbs the forces of a falling climber. Secondary to absorbing the fall, the flooring to create a uniform surface. There is more information in the Bouldering Orientation section.

## INSTRUCTOR

The instructor has options when it comes to creating a learning environment. The instructor may be able to select the area of the gym in which to offer the course. The instructor determines the outcomes and the order of delivery of the course learning outcomes. The instructor can also influence how the candidates in the course engage with each other and get to know each other.

The greatest attributes the instructor brings to the course is attitude and degree of professionalism. As previously outlined, a professional demonstrates characteristics that are modelled through the acronym **RACK** –

**R**espectful and **R**esponsible

**A**ccountable

**C**onscientious

**K**nowledgeable.

An instructor who brings a strong work ethic, a depth of knowledge and experience, and a positive and confident attitude, creates a sense of trust within the course environment for all participants and employers.

An instructor who listens to others, and looks for feedback from candidates, demonstrates humility about their performance and knowledge creates an environment where it is safe to make a mistake or take a misstep.

A conscientious instructor arrives on time and ready to work and delivers all the information promised in the course, clearly explains and outlines expectations of course participants. Demonstrating responsibility and accountability for the risk management of the course delivery and awareness of the needs of candidates in the course are key to strong instructional ability.

The personalities of the participants is unique to each course, as is the dynamic within the group setting. A competent and experienced instructor can clearly outline expectations and accountability from participants ensuring that all feel included and welcomed into the group.

Simple activities like icebreakers at the start of the course give participants an opportunity to learn about each other in a fun and engaging way. Two truths and a lie is a game that can be adapted for adults with some parameters to keep it appropriate for the group. "First you will tell us your name and two things that are true and one lie, but all information shared must be about your experience with pets. For example, I have a dog, I have never had a cat as a pet and once I was bitten by someone's pet monkey." The group now needs to figure which of the statements is a lie.

## **INCLUSIVITY AND DIVERSITY**

A group of students learning to climb can be comprised of diverse backgrounds, cultures, age, cognitive and physical ability. Although a climbing wall worker may have to assess the physical and cognitive readiness of a prospective climber, it is also essential to be inclusive of differences between users.

Using inclusive language when addressing the group, ensuring that the focus is not just on the most intrusive or well-behaved participants are ways to improve the sense of being included. Given new government requirements regarding accessibility, it is likely that climbing instructors will meet potential climbers who cannot effectively manage themselves in a climbing facility.

There are a variety of terms one can now use to keep the language more gender inclusive:



## IMPORTANT TO REMEMBER THESE LEARNING SOLUTIONS WHEN CREATING A LEARNING ENVIRONMENT

- ~ Cultivating the feeling of connectedness
- ~ Address the LEARNER's needs – meet them where they are
- ~ Keep it POSITIVE
- ~ Provide constructive feedback
- ~ **CELEBRATE success**
- ~ **SAFETY!!!**
- ~ Employ interactive games and activities – keep it engaging and fun

\*Tips from the RACOON GANG

## LEARNING OUTCOMES

Learning outcomes are written in the language that describes how you will assess the student successfully learned the material. For example, if you want to conduct a bouldering orientation, the learning outcomes would be stating what the client will demonstrate at the end of the orientation.

1. The client follows the rules of the facility.
2. The client demonstrates proper falling techniques.
3. The client identifies the risks involved in bouldering
4. The client respects the rules of etiquette when bouldering

Etc...

If you review the outcomes above, you note, all verbs describing what you want the client to do. This is very different from language that describes what the instructor will teach.

## BENEFITS

Learning outcomes describe how the instructor will assess the candidate has learned/mastered the information. This makes assessment easier for the instructor. The candidate did or did not complete the learning outcome.

## TEACHING METHODS

There are numerous approaches to sharing knowledge with others. They include the following:

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1. **Demonstration** – this approach to teaching involves showing someone how to do it. Or perhaps having a visual manual people can read – just like this one.
  2. **Describe** is where the instructor uses words to explain how to do what the skill is or the information one should know. For example – again using a manual for the client to read and hear (in their own words) a description.
  3. **Kinesthetic** is when one physically experiences the learning. For example, moving their hand through the process of tying a figure eight knot rethreaded. Kinesthetic is moving the rope through the belay device in the process of belaying.

4. **Trial and Error** – this method is what we do when we try different things until we have success. Just like trying to figure how to successful climb a route.
  5. **Problem solving** is subtly different from trial in error in that we attempt to logically figure out the pieces. Imagine asking someone how to prevent the rope from going through the belay device
  6. **Inquiry based** teaching involves asking questions about the information. For example, asking what people think is the most important part of the harness in protecting their safety.
  7. **Storytelling** is using a narrative or mnemonics to remember important information or steps to make them more memorable and come alive.
  8. **Games and Activities** make learning fun. Making a goal like winning a competition the focus can indirectly support the practice and learning more memorable and fun.
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As mentioned before, instructors can describe, demonstrate, or allow mimic the action of tying a knot for example. These three approaches allow participants to learn by hearing, seeing, and feeling how to tie a knot. The more sensory and emotions experienced by the learner, the more apt the participant is to remember and be able to repeat the learning.

Switching up approaches to teaching also rekindles focus and attention. If the activity is a pop quiz, after listening to the instructor talk, learners will suddenly wake up, initiate a little fear and have to integrate what they have been experiencing.

## ***Sample Games***

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### Obstacle Course Completion

Setting up several stations, this game can have teams play against each other to practice doing a particular route, (or two), to doing push-ups, pull-ups and balance activities or core work activities. For example:

Station 1 – slab route

Station 2 – overhang route

Station 3 – 20 push-ups

Station 4 – traverse across a space balancing an egg on a spoon

Station 5 - balancing tree

Station 6 – plank for 1 minute

They have only 3 minutes at each station and then must rotate to the next station. Tracking success, or partial success at each station.

The whole activity should be completed within 20-25 min given transition times.

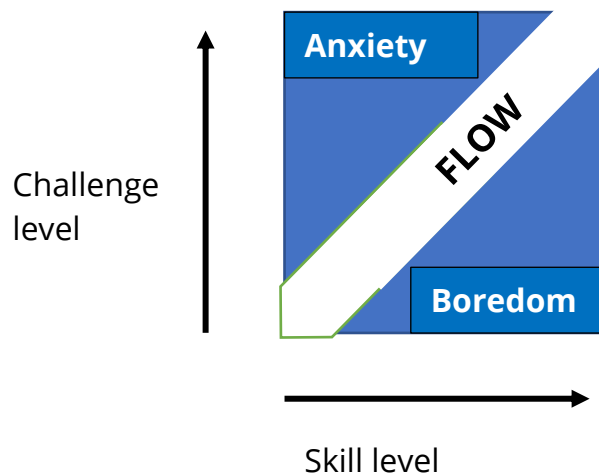
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### Simon Says

Using this well-known game, an instructor can have students identify various climbing holds or moves. For example, one person is the caller, or Simon. They say, "Simon says get into a back step." All participants must try to find a back step position. Next Simon may say, "show me a pinch." Because the caller did not say, "Simon says" the people who demonstrate a pinch would be out, or perhaps be given a new task of assessing the correctness of what those still playing do in response to Simon's commands.

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## CREATING MASTERY



Cultivating mastery is what we are attempting to do when we teach a skill. Too much information too quickly can lead to overwhelm. However, moving too slowly can lead to boredom. Not all learners will be overwhelmed or bored to the same degree with the same material.

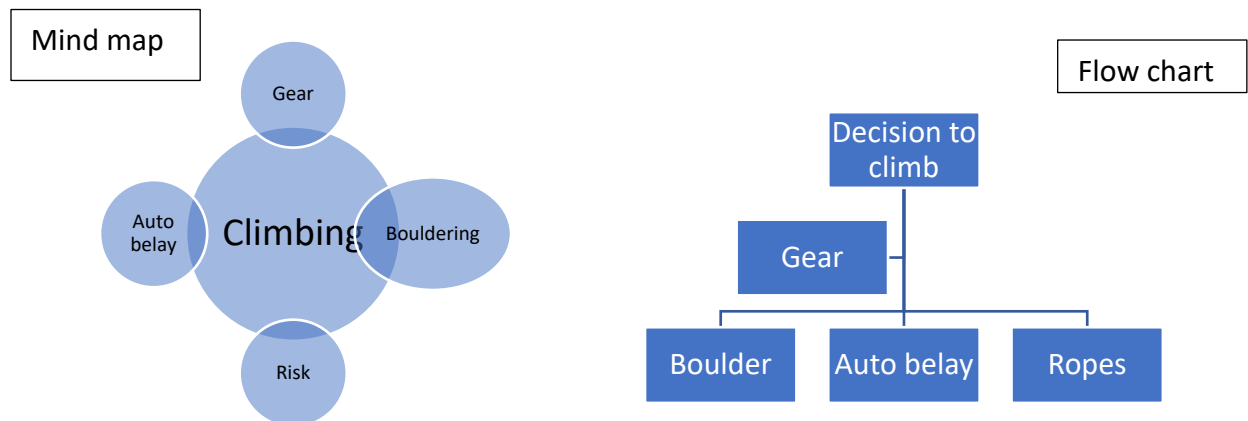
## FINDING THE SWEET SPOT BETWEEN OVERWHELM AND BOREDOM

To create mastery an instructor can:

1. Use smaller steps
  - a. Breaking concepts – when teaching how to tie a figure eight rethreaded instructors have a variety of steps to get the student to success. First - find the appropriate length of rope. Second – create a loop, crossing one end of rope over the other. Third – wrap the

tail end of rope around the loop, fourth – poke the end through the loop. That's the completion of the first part of the figure eight knot. The choice to demonstrate the entire knot before letting the new climber even attempt to tie the first part can lead the climber to overwhelm.

2. Manage perceived risks
  - a. If teaching how to move the rope through a belay device happens with a climber climbing, the learner may feel it is too risky and become distracted by the fear of messing up. Better to let them practice with people on the ground before suggesting they try it with a person climbing.
3. Use games and activities
  - a. If the information is more conceptual than action oriented, like how to inspect personal protective equipment, a game like *Popcorn* can liven them up. When you call on a person randomly chosen, they must stand up and answer a question. For example – 3 signs equipment should be retired? Or 3 ways of assessing the useability or wear and tear on equipment? What does UIAA stands for?
4. Use a variety of teaching approaches
  - a. Signs of excellence in an instructor - most learners achieve the learning outcomes and enjoy the process. This requires instructors to be creative in finding new ways to deliver material or concepts that are both helpful to the learning process and result in success.
  - b. Using a variety of teaching approaches enables a larger group of learners to be successful because not everyone learns in the same way. Some learners struggle with linear delivery of material, where others appreciate a systematic, linear approach to information delivery. Think mind map vs flow chart.



5. Use situational teaching approach – Similar to situational leadership, created by Dr. Paul Hersey and Kenneth Blanchard



A **directive approach** to teaching is often when the instructor offers very clear and direct instructions. For example, *“hold the waist belt of the harness. Make sure the leg loops and not twisted. Step one foot through the waist belt and the leg loop of the, then the other foot. Pull the waist belt up to your waist and tighten the waist belt.”*

A **coaching style** involves more inquiry-based or problem-solving approach with the student. *What do you think will be different when you belay on this rope where the rope runs through two links at the top of the wall verses the rope you just used where the rope is wrapped around the bar at the top of the wall?* In this second situation, the student must have some experience to be able to solve the problem. The student has some commitment to learning but may believe they already know enough.

**Peer teaching** happens when the student assists the instructor in helping other students achieve learning outcomes. When a student is already able to tie their figure eight knot, they may help the instructor support students still struggling with the knot. It is important for the instructor to ensure that the “peer teacher” is supporting the learning of the student and not doing it for them or adding to the challenge for the student.

NEW LEARNERS – no knowledge or experience = Direct approach

LEARNERS WITH SOME KNOWLEDGE/MATURITY = Coaching

LEARNERS WITH MORE KNOWLEDGE/MATURITY = Peer teaching

LEARNERS BECOME TEACHERS or LEADERS



## **ACTIVITY PLANNING**

**Planning is the best preparation.** Teaching others to learn a skill is more than just demonstrating the skill. First decide what you want to see the learner be able to do by the end of the session. This means establish your learning outcomes.

Second – consider what space you need. What equipment you need. How you are going to introduce the skill. What is the first thing the student needs to know, then the second, and so on until you have all the chunks of learning established.

Third - consider what risks may be present. How you will manage those risks.

Fourth – how many ways can the material be offered, practiced, and assessed. Can you introduce the belay set up, let them practice it and then introduce a competition to see how well they can execute the skill?

Fifth – how will you group the students? How can you supervise all groups?

Sixth – how much time will it take?

Seventh – what if something goes wrong... what contingency plans do you have?

***SEE END OF THE DOCUMENT FOR A SAMPLE ACTIVITY PLAN DOCUMENT***

## **CWI COURSE FORMAT**

By now you have a sense of these important steps:

1. Determine learning outcomes for the course
2. Determine what order to offer the learning outcomes
3. Understand potential risks and mitigate those risks
4. Determine a variety of learning activities based on the audience and the learning outcomes.
5. Use a variety of teaching approaches to introduce, practice, and assess the learning success of the learners.

What we will cover in the next section is providing feedback – but before that, consider how you will deliver a CWI certification course.

The following are two examples for delivering a CWI course – one offered over 8 hours, the second offered over four sessions. While very similar, there are differences. When a course is offered over multiple sessions, it is important to

build in time for reviewing the previous session information and preparing for the future session. When offering in one day, it is important to build in breaks. When offering in one day, it is important to ensure learning activities switch up how the learner must focus to maintain engagement.

<b>SAMPLE CWI COURSE CURRICULUM</b>			
Prior to the in-person assessment, the provider will -			
<ol style="list-style-type: none"> <li>1. Review the candidate's application; ensure they meet the course prerequisites.</li> <li>2. Send out course resources - including self-directed materials, student manual, policy manual, CWA Industry Practices, and the assessment tool.</li> <li>3. Communicate course logistics and expectations required to pass the course.</li> </ol>			
<b>8-hour Course Day</b>		<b>Month Long Program - 4 sessions</b>	
20-30 min	Introductions – Icebreaker <i>Introduce the learning outcomes for the course. Introduce and activity to get to know something about the folks in the course.</i>	<b>Session 1</b> 20-30 min	Introductions – Icebreaker <i>Opportunity to get to know something about the folks in the course.</i>
40-60 min	Skills assessment - Climb time <i>Have each candidate climb twice and belay using a passive and an assisted braking device (ABD) Assess belay comfort and competency, climbing comfort and competency. Get a sense of risk tolerance, risk awareness.</i>	75-90 min	Skills assessment – climbing time <i>Have each candidate climb twice and belay using a passive and an assisted braking device (ABD) Assess belay comfort and competency, climbing comfort and competency. Get a sense of risk tolerance and awareness.</i>
10 min	Restroom break	15-30 min	Wrap-up – review skills assessment with candidates, inform any who may need to be reviewed again before the end of the course.  Introduce learning outcomes for next session
60 min	Introduce the scope of the CWI certification. <i>Facility inspection; Equipment inspection, care, use; Orientations; Bouldering; Auto belay and top rope; Lead</i> <ul style="list-style-type: none"> <li>• <i>Introduce equipment of varying levels of degradation for inspection and discussion</i></li> </ul>	<b>2nd session</b> 60 min	Introduce the scope of the CWI certification. <i>Facility inspection; Equipment inspection, care, use; Orientations; Bouldering; Auto belay and top rope; Lead</i> <ul style="list-style-type: none"> <li>• <i>Introduce equipment of varying levels of degradation for inspection and discussion</i></li> </ul>

	<ul style="list-style-type: none"> <li>Discuss importance of waivers, orientations, and instruction in transferring risk to clients</li> </ul>		<ul style="list-style-type: none"> <li>Discuss importance of waivers, orientations, and instruction in transferring risk to clients</li> </ul>
30 min	<p><b>Responsibilities of CWI</b>  <i>Professionalism; Duty of care and negligence; Risk Management; Instruction; Assessment and feedback</i>  <i>Activity – use popcorn method of discussion to review what key elements should be included in teaching various elements in the scope of the CWI.</i>  <i>For example: when I select you, provide one concept that you cover in the bouldering orientation. This can be repeated to cover auto belay, facility inspection, lead, etc...</i></p>	20 - 30 min	<p>Reviewing the elements in scope of bouldering and/or auto belay with climbing activity.  <i>As they practice the activity, discuss some of the things that they think are important to introduce and review with new climbers and how do they introduce that information.</i></p>
20 min	<p><b>Risk Management Activity</b>  <i>Introduce risk scenarios or use examples of things happening in the gym to discuss risk identification, prioritization and mitigation strategies.</i></p>	30 min	<p><b>Responsibilities of CWI</b>  <i>Professionalism; Duty of care and negligence; Risk Management; Instruction; Assessment and feedback</i>  <i>Activity – use popcorn method of discussion to review what key elements should be included in teaching various elements in the scope of the CWI.</i>  <i>For example: when I select you, provide one concept that you cover in the bouldering orientation. This can be repeated to cover auto belay, facility inspection, lead, etc...</i></p>
30 min	<p><b>Teaching and Learning</b>  <i>Introduce learning outcomes – what they are and what they are not. Practice writing learning outcomes for areas within the scope of program.</i>  <i>How to teach – demonstration, explanation, experiential, problem solving, inquiry-based, games.</i></p>	20 min	<p><b>Teaching and Learning</b>  <i>Introduce learning outcomes - Practice writing learning outcomes for areas within the scope of program.</i>  <i>How to teach – demonstration, explanation, experiential, problem solving, inquiry-based, games. Assign homework – activity plan for the animal they have been given</i></p>
10 min	<p><b>Discuss creating Mastery</b>  <i>When offering a course, it is essential that information is delivered in a way to provide candidates with challenge and success. You would not teach a client how to belay, then teach how to set up the device. Pop quiz – which would you</i></p>	10 min	<p><b>Discuss creating Mastery</b>  <i>When offering a course, it is essential that information is delivered in a way to provide candidates with challenge and success. You would not teach a client how to belay, then teach how to set up the device. Pop quiz – which would you teach</i></p>

	<i>teach first – importance of where to stand when belaying or belaying?</i>		<i>first – importance of where to stand when belaying or belaying?</i>
20 min	<p>Answer questions, set up teaching activity.</p> <p><i>Divide into groups of 4. Assign each group member an- giant, wizard, elf, hobbit. Provide them with the teaching card appropriate for their character.</i></p>	<p><b>3<sup>rd</sup> session</b></p> <p>10 min</p>	<p>Review learning outcome to date.</p> <p>Introduce learning outcomes for this session</p> <p>Ask if homework prepared</p>
30 – 45 min	<p>Lunch break – starts 4-4.5 hours into course delivery</p> <p><i>Design an activity – to meet the learning outcomes. Consider risk strategies.</i></p>	20 min	<p>Risk Management Activity</p> <p><i>Introduce risk scenarios or use examples of things happening in the gym to discuss risk identification, prioritization, and mitigation strategies.</i></p>
10 min	<p>Regroup – answer questions, set-up teaching activity</p> <p>Provide assessment tools</p> <p>/questions:</p> <ul style="list-style-type: none"> <li>-What is the learning outcome?</li> <li>-Scale of 1-6 how well does candidate manage disruptive behaviours?</li> <li>-Scale of 1-6 how well does instructor engage students?</li> <li>- Scale of 1-6 how well does instructor manage risks?</li> <li>-Which teaching approaches does the candidate use?</li> <li>-Does the candidate pace teaching?</li> <li>-Does activity allow students to be successful and challenged?</li> </ul>	10 min	<p>Set-up teaching activity – answer questions, update activity plans</p> <p><i>Divide into groups of 4. Assign each group member an- giant, wizard, elf, hobbit. Provide them with the teaching card appropriate for their character.</i></p> <p>Provide assessment tools</p> <p>/questions:</p> <ul style="list-style-type: none"> <li>-What is the learning outcome?</li> <li>-Scale of 1-6 how well does candidate manage disruptive behaviours?</li> <li>-Scale of 1-6 how well does instructor engage students?</li> <li>-Scale of 1-6 how well does instructor manage risks?</li> <li>-Which teaching approaches does the candidate use?</li> <li>-Does the candidate pace teaching?</li> <li>-Does activity allow students to be successful and challenged?</li> </ul>
<p><b>See teaching cards at end of document --</b></p> <p>You can offer a break between each instruction opportunity to review assessments and feedback or wait and do this exercise at the end. Feedback can either be done with the full group, or in smaller groups of 4. Note: Given the size of the group and the number of candidates, teaching time may be adapted, and feedback review maybe limited to no more that 3 constructive points, plus positive comments.</p>			
15-30 min	<p>Giants teach</p> <p>Provide Hobbits a few minutes at end to collect, write thoughts, then provide assessment and feedback</p>		

15-30 min	Wizards teach Provide Giants a few minutes at end to collect, write thoughts, then provide assessment and feedback.		
15-30 min	Elves teach Provide Wizards a few minutes at end to collect, write thoughts, then provide assessment and feedback.		
15-30 min	Hobbits teach Provide Elves a few minutes at end to collect, write thoughts, then provide assessment and feedback.		
20 min	Review the learning outcomes for the day. Give candidates evaluation link and exit interviews  Describe the exit interview: <i>-Feedback regarding climb/belay knowledge &amp; skills, professionalism, ability to manage risk, instruction, and use of various teaching elements. Next steps Level of certification awarded. Receive feedback from the candidate.</i>	20 min	Review learning for the day and discuss next session – Describe the exit interview: <i>-Feedback regarding climb/belay knowledge &amp; skills, professionalism, ability to manage risk, instruction, and use of various teaching elements. Next steps Level of certification awarded. Receive feedback from the candidate.</i>
30-60 min	Conduct exit interviews timing of 5-10 min with each candidate to provide feedback and fill out documentation. <b>SEE THE EXIT INTERVIEW AT THE END OF THE DOCUMENT</b>	<b>4<sup>th</sup> session</b> 30 min	Bring candidates in for final session. Opportunity to do final re-assessment of climbing and belay skill if necessary. Review how to put together a course that may run over weeks or in one session. Conduct exit interviews Candidates complete the evaluation. <b>SEE THE EXIT INTERVIEW AT THE END OF THE DOCUMENT</b>
Within 14 days	Upload roster and complete course paperwork.		

## ASSESSMENT

How do you know the client understands and is competent?

What actions did you see, or words did you hear, that give you confidence certifying the candidate as an instructor?

Or... what did you not see or hear that makes you unsure?

Words like “understand” are ambiguous in nature and can be interpreted differently by different people. **The key is to consider how you, the instructor will know the client understands.** How will you challenge their understanding? A more descriptive learning outcome is – “the student will identify the risks associated with a particular situation, and the student will identify risk mitigation strategies to prevent negative consequences.”

The more the learning outcome is written in a measurable language, the easier it is to assess the candidate’s success. For example: the learner used appropriate risk mitigation strategies when belaying a heavier climber is easier to say yes or no to than the learner understood the impact of a heavier climber.

The following is a sample assessment tool for Providers to use with CWI candidates: V means the information was verified. P means candidate Passed. M means the candidate Marginally passed. A candidate who receives an F, (Fail) or 3 marginal scores would not be considered to meet the certification standard.

ASSESSMENT RECORD CWI COURSE CANDIDATES	NAME (SAMPLE)
EXPERIENCE	Jane Doe
<b>Requisite climbing experience &amp; ability</b>	V
- 18 yrs; current CWI Lead	V
- FA, 200 hrs instruct exper.	V
- 5.8 TR; 5.7 Lead - comfortably	V
Demonstrates belay with passive and ABD	V
Completed application	V
<b>Experience in Instruction</b>	V
- experience working in a climbing facility	V
- conducting orientations, belay checks	V

Knowledge of risk management	V
- Understands the importance of the participant agreement	V
Demonstrated professionalism	V

#### KNOWLEDGE

Self directed video complete	V
Review - complete	V
Engaged in discussions regarding facility policy vs industry standards	P
Reviews the necessary elements of facility inspection	P
Reviews the inspection procedures of PPE	P
Conducts an orientation - bouldering or auto belay	P
Identifies hazards unique to bouldering	P
Identifies hazards unique to auto belay use	P
Conducts an accurate belay check	P

#### TOP ROPE ENDORSEMENT

Discuss pros and cons of belay bar wrap vs quick link anchors	P
Reviews the necessary elements of top rope class	P
Uses commands appropriately when top rope climbing	P
Discusses management of weight differences	P

#### LEAD ENDORSEMENT

Demonstrates good decision making when lead climbing	P
Uses commands appropriately when lead climbing	P
Reviews potential hazards and unique to lead climbing	P
Takes appropriate risk mitigation strategies when lead climbing	P
Demonstrates sound lead belay practices	M

#### Teaching and Learning

Creates a positive and safe learning environment	P
Creates effective learning outcomes	P
Designs a skill delivery curriculum	P
Designs effective assessment criteria	P
Distinguishes between constructive feedback and negative feedback	M
Uses time effectively	P
Responds to unhelpful behaviours from clients	P
Provides clear expectations to clients	P
Engages more than 2 approaches to teaching	P

#### RISK MANAGEMENT

Demonstrates understanding of duty of care of CWI candidates	P
Lists elements of negligence	P
Identifies risk for CWI	P
Identifies risks that may be present with new climbers	P
Assesses risk tolerance - personal	P

Assesses risk tolerance of learners	P
Implements risk management strategies	P
Activates an Emergency Action plan	P

#### CWA PROCESS

Demonstrates understanding of certification program	V
Understands where to find information on next steps	V
Completed course evaluation	V
Willing to maintain confidentiality of client information	V

#### ENDORSEMENT

CWI Lead endorsement	30 P - 2 M
CWI Top Rope endorsement	

At the bottom, the instructor can write notes specific to the feedback provided to the candidate. For example: *Candidate did not move when feeding rope to climber when lead belaying. Struggled to get rope through ABD quickly. Climber was short roped more than once. Provided suggestion to step forward when feeding rope. Feedback candidate offered was delivered as instruction. Recommended feedback be offered with curiosity - Inquiring into how the learner felt about what the candidate saw was not offered.*



## PROVIDING FEEDBACK

An instructor's role includes:

- ~ Reviewing the assessment of a candidate
- ~ Providing actionable suggestions
- ~ Support for the learner's ongoing development – this includes encouragement

### **Here are essential tips to keep in mind when providing feedback.**

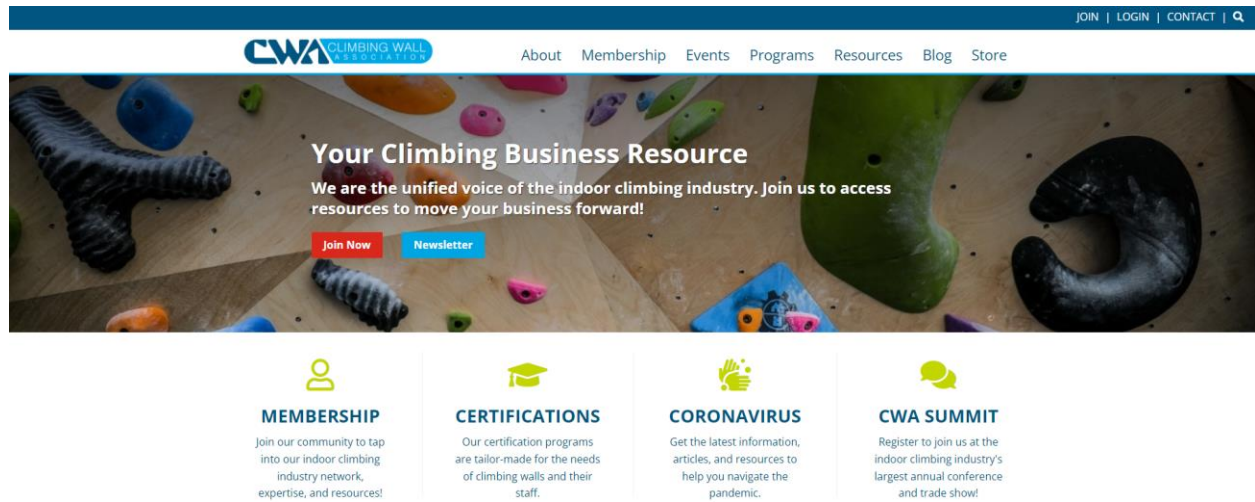
1. Build a connection and trust first - prior to offering feedback, it is essential that the client sees you as a person who should provide feedback
2. Be positive
3. Be concise and specific
4. Offer feedback at the time of the occurrence
5. Provide feedback speaking directly about the behavior, the action, or the result, that needs correction, not the person
6. Make it a two-way conversation. Ensure you know what the candidate heard. Ask the candidate to describe to you what they understand needs to be done differently
7. Focus on both feedback that encourages and reinforces actions AND feedback that discourages repeated unhelpful action.
8. Limit feedback to no more than 3 constructive comments. More than 3 and the candidate will become overwhelmed.
9. Stay out of judgement – stay neutral

**Remember, your job is to create a sense of SAFETY and PERSONAL RESPONSIBILITY.**

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# CERTIFICATION PROCESS

## STEP 1: CWAPRO.ORG



As CWA CWI Provider's you have the responsibility to plan your course logistics and to send new CWI candidates to the website – for the Student Manual and Policy Manual.

The site also has a copy of the Activity Plan you can use with your CWI candidates.

The assessment tool is also available for your use.

Provide the link to the Provider Evaluation to your candidates or give them printed copies.

[https://climbingwallassociation.formstack.com/forms/cwi\\_provider\\_evaluation](https://climbingwallassociation.formstack.com/forms/cwi_provider_evaluation)

## Climbing Wall Instructor Certification Program

The CWI certification program focuses on education, review and skills evaluation of individual candidates using consensus performance standards developed by leading professionals in the field of climbing sports.



### CWI CERTIFICATION

This certification is available to any climbing gym worker who wants to take their career to the next level.



### CWI PROVIDER CERTIFICATION

Deliver CWI certification to your employees at your own gym and on your own schedule.



### Resources For Providers

- Activity Plan
- Sample Application Form for CWI Applicants docx format
- Certification Program Assessment Instrument
- Certification Program Student Manual
- Certification Program Policy Manual

### Post Course Paperwork

- Submit Roster & Payment
- NEW! On-line Provider Evaluation
- Provider Evaluation (PDF)
- CWI Course Roster xlsx format

## POST COURSE WORK:

Prepare a roster – download the CWI Course Roster xlsx format  
Enter all the appropriate information in the document.

### **Roster notes:**

- 1. If you are co teaching – your class is larger than the 8:1 recommended – list one instructor under first name, other instructor under last name.**
- 2. I recommend having candidates spell their last name clearly or have it captured electronically so when you input info it is correctly spelled.**
- 3. Under endorsement – indicate Lead OR top rope – if they get Lead, top rope is assumed.**
- 4. Expiration date autofills, unless you are using numbers software on a mac. The expiry should be 3 yrs less a day. For example: 2022-04-10 end date of course gives a certification expiry of 2025-04-09.**
- 5. Use the formstack upload for the course. If you teach two courses in a month and are sending in the information, you can use one roster for all candidates, just indicate different course dates, locations as necessary.**
- 6. Upload both the roster and the Provider evaluations if printed copies are filled**

<https://climbingwallassociation.formstack.com/forms/cwiroster>

The image shows a screenshot of a web form titled "CWA Certification Exam Fee Payment Portal". At the top, there is a logo for "CWA CLIMBING WALL ASSOCIATION". Below the title, it says "Please fill out the required information below:". The form contains several fields: "Name of Instructor:" with two input boxes for "First Name" and "Last Name"; "Ending Date of CWI Course:" with three date pickers; and "Please list the names of the participants separated by commas:" with a large text area. Below these fields, there is a section titled "CWI Provider Resources, Post-course Paperwork" with links to "CWI Providers", "CWI Course Roster", and "CWI Course Evaluation". At the bottom, there is a file upload section for "CWI Roster" with "Choose File" and "Remove File" buttons, and a "No File Chosen" status.

Keep records of your assessments of each candidate – if you prefer, you can open in an editable PDF software program and work with them there. Your records must remain confidential, and they are your insurance that the candidate demonstrated the skills, and how well they performed, should you be asked later.

# CWI EXIT INTERVIEW GUIDE

With the conclusion of each certification, the candidate will go through an exit interview. The exit interview is an opportunity to provide feedback, both positive and corrective is appropriate. Providers are encouraged to address the areas in the course pathway illustrated following this section. To summarize, the Provider will provide feedback in the following areas:

1. **Belay, climbing skills appropriate for the endorsement**
2. **Degree of professionalism demonstrated during the course**
3. **Risk awareness, identity, management, and surmised tolerance**
4. **Ability to communicate clearly and concisely, positively, inclusively**
5. **Ability to outline learning outcomes, use time effectively, engage students**
6. **Knowledge**

## EXIT INTERVIEW TOOL

### **BELAY SKILL -**

### **CLIMBING SKILL -**

Note something the candidate did very well -

Note any concerns revealed during the assessment -

### **PROFESSIONALISM**

If you rated the candidate on a scale of 1 to 6 in professionalism, where 1 is unacceptable and 6 is exceptional, what number would you give them and what did you see that influences that score?

1                      2                      3                      4                      5                      6

### **RISK MANAGEMENT**

How comfortable are you with the client on the following? Score 1 for unacceptable and 6 for exceptional. Note an example that influenced the score.

Note NA if you do not know.

Risk Tolerance

1            2            3            4            5            6

Risk awareness and prioritization

1            2            3            4            5            6

Risk Mitigation

1            2            3            4            5            6

### **COMMUNICATION**

If you rated the candidate on a scale of 1 to 6 in communication and engagement, where 1 is unacceptable and 6 is exceptional, what number would you give them and what did you see that influences that score? Note NA if you do not know.

Clear, positive, inclusive language

1            2            3            4            5            6

Engagement

1            2            3            4            5            6

### **LEARNING OUTCOMES – TEACHING METHODS**

If you rated the candidate on a scale of 1 to 6 in meeting learning outcomes, where 1 is unacceptable and 6 is exceptional, what number would you give them and note what you experienced that influences that score? Note NA if you cannot comment.

1            2            3            4            5            6

How comfortable are you with the client on the following? Score 1 for unacceptable and 6 for exceptional. Note an example that influenced the score. Note NA if you do not know.

1                    2                    3                    4                    5                    6

**KNOWLEDGE – of the broader indoor climbing industry – Understanding the difference between an industry standard and a facility policy**

1                    2                    3                    4                    5                    6

**KNOWLEDGEABLE**

How knowledgeable is the candidate of industry practices vs facility practice/policies?

1                    2                    3                    4                    5                    6



Name:

Date:

Learning Objectives:

<p>Teaching Competencies</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Demonstration</li><li><input type="checkbox"/> Description</li><li><input type="checkbox"/> Experiential</li><li><input type="checkbox"/> Trial and Error</li><li><input type="checkbox"/> Problem Solving</li></ul>	<p>Facility area and Equipment Required</p>	<p>Groupings</p>
<p>Step by Step activity plan</p>	<p>Risk Management Plan</p>	<p>Other Notes</p>



## TEACHING ACTIVITY CARDS

### GIANTS

Giants teach Wizards and Elves

Assessed by Hobbits

Concept to teach:

#### **Setting up the belay device correctly**

Consider

What can you assume the learners know?

What do they need to know?

What space and equipment needs do you

have? How will you group learners?

How will you assess they mastered the material?

As a student Giant – you are larger than life. Chatty and easily distracting to others. A bit of a class clown and you do not do well with sitting quietly and patiently. You like to be active. Thinking and problem solving are not your strengths.

### WIZARDS

Wizards teach Elves and Hobbits

Assessed by Giants

Concept to teach:

#### **Safely belaying a heavier climber than the belayer.**

Consider

What can you assume the learners know?

What do they need to know?

What space and equipment needs do you

have? How will you group learners?

How will you assess they mastered the material?

As a student Wizard – you are witty and knowledgeable – too smart for the rest of the group, including the instructor. You have little patience for the slower students and want to move things along. You demonstrate contempt for those less competent.

### ELVES

Elves teach Hobbits and Giants

Assessed by Wizards

Concept to teach:

#### **Clipping positions – anchor relative to body, pulling slack, body position**

Consider

What can you assume the learners know?

What do they need to know?

What space and equipment needs do you

have? How will you group learners?

How will you assess they mastered the material?

As a student Elves – you are the joker, class clown. No point in living if it is not in good fun. You tend to goof off and get easily distracted, trying to bring others in the group along. If you are not the center of attention, you are not engaged.

### HOBBITS

Hobbits teach Giants and Wizards

Assessed by Elves

Concept to teach:

#### **How to move and feed rope effectively when lead belaying**

Consider

What can you assume the learners know?

What do they need to know?

What space and equipment needs do you

have? How will you group learners?

How will you assess they mastered the material?

As a student Hobbits – you shy and reserved, a little timid perhaps. You tend to let others take the reins and follow along being polite and agreeable. You dislike being the center of attention and will leave if called on too much.

# Bouldering Assessment Tool

This tool is to be used to indicate the candidate's experience, knowledge of Bouldering learned during a CWI course, and knowledge of core teaching concepts learned during the CWI course. The experience section reviews the performance and competency of the candidate. The knowledge section assesses the candidate's knowledge of bouldering and their ability to manage risk during an orientation or course. The teaching section assesses the candidate's understanding of core communication and teaching concepts.

PREREQUISITES		
1	Age - 16 years or older	Verified
2	Candidate has completed CWI Fundamentals module	Verified

ONLINE PROGRAM CONTENT ASSESSMENT				
1	Candidate understands the key elements of a bouldering orientation  <ol style="list-style-type: none"> <li>1. Inherent risks of bouldering</li> <li>2. Limitations of flooring</li> <li>3. Bouldering area rules</li> <li>4. Spatial awareness</li> <li>5. How to exit a boulder problem</li> <li>6. How to identify routes</li> </ol>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		
2	Candidate can identify common risks associated with bouldering equipment and techniques.  <ol style="list-style-type: none"> <li>a. Importance of adequate distance between climbers</li> <li>b. Awareness of hazards in fall zones</li> <li>c. Climbers should not intersect or conflict with another climber's line prior to climbing.</li> <li>d. Knows how to anticipate the direction of fall</li> <li>e. Understands that the goal of spotting is to direct but not catch a fall</li> <li>f. Understands the risks of spotting</li> </ol>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		

	<ul style="list-style-type: none"> <li>g. The limitations of equipment used in bouldering <ul style="list-style-type: none"> <li>a. Pads</li> <li>b. Landing position</li> <li>c. Drag mat position</li> <li>d. Holds</li> <li>e. Downclimbing holds</li> <li>f. Loose holds</li> </ul> </li> </ul>			
<b>3</b>	Candidate is aware of common risk mitigation strategies in bouldering activities <ul style="list-style-type: none"> <li>- Regular monitoring of climbing activities</li> <li>- Continuous flooring</li> <li>- Route density practices</li> <li>- Height Limits</li> <li>- Downclimbing</li> <li>- Access control</li> </ul>	<b>Pass</b> <input type="checkbox"/>	<b>Marginal</b> <input type="checkbox"/>	<b>Fail</b> <input type="checkbox"/>
		<b>Feedback:</b>		
<b>4</b>	Candidate understands the skills necessary for bouldering on low angle, vertical and over-hanging terrain. <ul style="list-style-type: none"> <li>a. Understands common bouldering terminology</li> <li>b. Can illustrate how to read a problem, identify climbing strategies, and predict risks prior to climbing</li> <li>c. Can identify the best way to exit a boulder problem <ul style="list-style-type: none"> <li>- Downclimbing</li> <li>- Topping out</li> <li>- Controlled drops</li> </ul> </li> <li>d. Identifies a controlled finish and or checks fall zone before downclimbing or dropping.</li> <li>e. Identifies ways that impact on the body can be reduced during falls: <ul style="list-style-type: none"> <li>a. Duration – amount of time in which the impact occurs</li> <li>b. Surface Area – amount of area over which the impact is spread across.</li> <li>c. Different falling responses and situational strategies</li> </ul> </li> </ul>	<b>Pass</b> <input type="checkbox"/>	<b>Marginal</b> <input type="checkbox"/>	<b>Fail</b> <input type="checkbox"/>
		<b>Feedback:</b>		
<b>5</b>	Candidate understands assessment techniques for a bouldering orientation <ul style="list-style-type: none"> <li>1. Demonstration</li> </ul>	<b>Pass</b> <input type="checkbox"/>	<b>Marginal</b> <input type="checkbox"/>	<b>Fail</b> <input type="checkbox"/>
		<b>Feedback:</b>		

	2. Inquiry-based assessment/ testing			
6	Candidate demonstrates knowledge of providing helpful feedback <ul style="list-style-type: none"> <li>1. Building trust</li> <li>2. Two-way conversation</li> <li>3. Positive and constructive</li> <li>4. Specific and clear</li> <li>5. Professional – focus on action, not person</li> <li>6. Immediate – at the time of event</li> </ul>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		
7	Candidate makes sound judgements about the best practices to use for a variety of bouldering environments. <ul style="list-style-type: none"> <li>a) Downclimbing</li> <li>b) Spotting</li> <li>c) Height limits, topping out</li> <li>d) Age requirements</li> <li>e) Appropriate route selection</li> <li>f) Maintaining clear fall zones</li> </ul>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		

<b>IN PERSON ASSESSMENT</b>				
1	Candidate can climb at the required certification level – a beginner grade level (approximately V0) <ul style="list-style-type: none"> <li>a. Demonstrates how to hang efficiently from holds on the wall (straight arms, soft knees)</li> <li>b. Demonstrates how to position feet for best use of sticky rubber (pressure)</li> <li>c. Demonstrates maintaining balance while transitioning between positions</li> </ul>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		
2	Candidate takes a fall demonstrating appropriate body position and weight disbursement. <ul style="list-style-type: none"> <li>- Bending knees</li> <li>- Rolling back</li> <li>- Arms close to the body</li> </ul>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		
3	Candidate makes sound judgements when climbing or conducting an orientation.	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		

	<ul style="list-style-type: none"> <li>a) Maintaining clear fall zones</li> <li>b) Height limits, topping out, or downclimbing</li> <li>c) Appropriate route selection</li> </ul>			
<b>4</b>	<p>Candidate offers a bouldering orientation, covering key elements of the sample bouldering orientation.</p> <ul style="list-style-type: none"> <li>a) Inherent risks</li> <li>b) Limits of flooring</li> <li>c) Height appropriate limits for different climbers</li> <li>d) Exiting a boulder problem</li> <li>e) Fall zones</li> </ul>	<b>Pass</b> <input type="checkbox"/>	<b>Marginal</b> <input type="checkbox"/>	<b>Fail</b> <input type="checkbox"/>
		<b>Feedback:</b>		
<b>5</b>	<p>Candidate can identify the most effective learning style for individual clients</p> <ul style="list-style-type: none"> <li>a) Visual</li> <li>b) Auditory</li> <li>c) Physical</li> <li>d) Linguistic (verbal or social)</li> </ul>	<b>Pass</b> <input type="checkbox"/>	<b>Marginal</b> <input type="checkbox"/>	<b>Fail</b> <input type="checkbox"/>
		<b>Feedback:</b>		
<b>6</b>	<p>Candidate can assess the ability of a client to boulder</p> <ul style="list-style-type: none"> <li>a. Climber understands the inherent risks, the facility rules, and their responsibilities when bouldering.</li> <li>b. Ensures the climber knows that they will fall when bouldering and that every fall is a ground fall.</li> <li>c. Evaluates the climber's ability to exit a boulder problem <ul style="list-style-type: none"> <li>I. Downclimbing</li> <li>II. Controlled Topping out</li> <li>III. drop</li> </ul> </li> </ul>	<b>Pass</b> <input type="checkbox"/>	<b>Marginal</b> <input type="checkbox"/>	<b>Fail</b> <input type="checkbox"/>
		<b>Feedback:</b>		
<b>7</b>	<p>Candidate provides helpful feedback in a respectful and positive manner</p> <ul style="list-style-type: none"> <li>a) Specific and clear</li> <li>b) Professional – focus on action, not person</li> <li>c) Immediate – at the time of event</li> </ul>	<b>Pass</b> <input type="checkbox"/>	<b>Marginal</b> <input type="checkbox"/>	<b>Fail</b> <input type="checkbox"/>
		<b>Feedback:</b>		

# Auto Belay and Top Rope Assessment Tool

Use this tool to assess the candidate's experience and knowledge of lead climbing and core teaching concepts learned during the CWI course. Candidates are expected to always behave in a professional manner as described in the CWI Fundamentals Module. Provide feedback on the candidates technical, teaching, and professional skills for each assessment area.

PREREQUISITES		
1	Age - 18 years or older	Verified
2	Candidate has passed the CWI Fundamentals module	Verified
3	Candidate has the requisite top rope climbing experience indoors or outdoors. <ul style="list-style-type: none"> <li>a) Has climbed and belayed a minimum of 20 routes or pitches by the end of the course</li> <li>b) Experience top rope belaying</li> </ul>	Verified

ONLINE PROGRAM CONTENT ASSESSMENT				
1	<b>Candidate demonstrates knowledge of the limits of auto belay use in a facility.</b> <ul style="list-style-type: none"> <li>a) Knows the various use cases for an auto belay in a climbing facility</li> <li>b) Understands potential use limitations and hazards unique to auto belay systems</li> </ul>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		
2	<b>Candidate demonstrates knowledge of the risks associated with auto belay use and top rope climbing, and how to manage risks appropriately</b> <ul style="list-style-type: none"> <li>a) The climber is solely responsible for their safety</li> <li>b) Complacency</li> <li>c) There is no second person to perform a safety check</li> </ul>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		
3	<b>Demonstrates knowledge of terminology used in auto belay and top rope systems.</b> <ul style="list-style-type: none"> <li>a) Parts of an auto belay system</li> <li>b) Parts of a top rope system</li> </ul>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		

	<ul style="list-style-type: none"> <li>c) PPE Components</li> <li>d) The names of common belay devices</li> <li>e) Climbing commands</li> <li>f) Wall fixtures</li> </ul>			
4	<p><b>Candidate can identify PPE that is fit for use in auto belay and top rope systems.</b></p> <ul style="list-style-type: none"> <li>a) PPE includes: <ul style="list-style-type: none"> <li>i. Harnesses</li> <li>ii. Carabiners</li> <li>iii. Belay devices</li> <li>iv. Ropes</li> <li>v. Auto belays</li> </ul> </li> <li>b) Fitment for use: <ul style="list-style-type: none"> <li>i. Relevant standards (UIAA, CE, ANSI)</li> <li>ii. Visual or physical inspection</li> <li>iii. Inspection logs</li> </ul> </li> </ul>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		
5	<p><b>Candidate demonstrates knowledge of the proper use of auto belays.</b></p> <ul style="list-style-type: none"> <li>a) The correct attachment location and method as recommended by the auto belay and harness manufacturer</li> <li>b) Double Check for connection and proper lanyard retraction prior to climbing</li> <li>c) Not introducing slack into the system by climbing above the auto belay or allowing interference with the lanyard.</li> <li>d) How to lower in a controlled manner</li> </ul>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		
6	<p><b>Candidate has knowledge of top rope climbing skills and techniques.</b></p> <ul style="list-style-type: none"> <li>a) The correct tie in location and method as recommended by the harness manufacturer</li> <li>b) The correct tying of a figure eight knot</li> <li>c) The correct rigging of a belay device</li> <li>d) Partner checks prior to climbing</li> <li>e) Use of climbing commands</li> <li>f) How to account for weight differences</li> <li>g) Belaying with appropriate rope tension</li> <li>h) How to lower in a controlled manner</li> </ul>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		
7	<p><b>The candidate can distinguish between industry practices and facility policies.</b></p>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Pass <input type="checkbox"/>
		Feedback:		

	<p>a) Candidate has knowledge of various belay techniques, pros and cons of use and hand positions.</p> <ul style="list-style-type: none"> <li>i. Pinch and slide</li> <li>ii. Hand over hand</li> <li>iii. PBUS</li> <li>iv. Hand shuffle</li> </ul> <p>b) The candidate has knowledge of various knots used for climbing and the pros and cons of these knots, including but not limited to:</p> <ul style="list-style-type: none"> <li>i. Figure eight</li> <li>ii. Bowline</li> <li>iii. Double bowline</li> <li>iv. Figure eight with Yosemite finish</li> <li>v. Figure eight with double fisherman</li> </ul>			
8	<p><b>Candidate writes an activity plan for a top rope course and/or auto belay orientation.</b></p> <ul style="list-style-type: none"> <li>1. Identifies a minimum of one learning outcome</li> <li>2. Identifies risks management strategies</li> <li>3. Identifies activity</li> <li>4. Notes assessment strategy of learning success</li> </ul>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Pass <input type="checkbox"/>
		Feedback:		
9	<p><b>Candidate identifies teaching methods used in a variety of teaching activities.</b></p> <ul style="list-style-type: none"> <li>a) Demonstration</li> <li>b) Experiential</li> <li>c) Problem solving</li> <li>d) Inquiry based</li> <li>e) Games/activities</li> <li>f) Descriptive, story telling</li> </ul>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Pass <input type="checkbox"/>
		Feedback:		



## IN PERSON ASSESSMENT

<b>1</b>	<p><b>Candidate climbs the required certification level on top rope and with an auto belay. - 5.8</b></p> <ul style="list-style-type: none"> <li>a) Candidate uses all PPE properly</li> <li>b) Demonstrate good body position and smooth efficient movement</li> <li>c) Demonstrates good rope management (e.g. does not let the rope or lanyard run over the shoulder, does not climb too far to the right or left of top anchor)</li> <li>d) Performs a double check of connection and lanyard retraction when on the auto belay</li> <li>e) Uses proper climbing commands and partner checks on top rope</li> <li>f) Responds appropriately to too much slack, ensures rope or lanyard runs freely.</li> <li>g) Demonstrates proper body position when falling and lowering</li> </ul>	Pass <input type="checkbox"/> Marginal <input type="checkbox"/> Fail <input type="checkbox"/>
		Feedback:
<b>2</b>	<p><b>Candidate can tie-in to the harness correctly with a retraced figure 8.</b></p>	Pass <input type="checkbox"/> Marginal <input type="checkbox"/> Fail <input type="checkbox"/>
		Feedback:
<b>3</b>	<p><b>Candidate can properly set up and belay with both active and passive belay devices.</b></p> <ul style="list-style-type: none"> <li>a) The belay device is set up according to manufacturer's instructions</li> <li>b) The brake strand is always under control</li> <li>c) Uses proper climbing commands and partner checks when belaying</li> </ul>	Pass <input type="checkbox"/> Marginal <input type="checkbox"/> Fail <input type="checkbox"/>
		Feedback:
<b>4</b>	<p><b>Candidate mitigates risks presented during top rope or auto belay instruction.</b></p> <ul style="list-style-type: none"> <li>a) Lack of attention of participants</li> <li>b) Selection of the appropriate area of the facility for instruction</li> <li>c) Checking the actions of candidates before they climb</li> <li>d) Providing back-up belay</li> </ul>	Pass <input type="checkbox"/> Marginal <input type="checkbox"/> Fail <input type="checkbox"/>
		Feedback:
		Pass <input type="checkbox"/> Marginal <input type="checkbox"/> Fail <input type="checkbox"/>

5	Candidate uses a problem solving and an inquiry-based teaching approach when teaching.	Feedback:		
6	<p><b>Candidate can assess the ability of a client to use an auto belay</b></p> <ul style="list-style-type: none"> <li>a) Climber understands the inherent risks, the facility rules, and their responsibilities when using an auto belay</li> <li>b) Climber demonstrates proper fit of a harness</li> <li>c) Climber can use the belay gate and anchor the lanyard between uses.</li> <li>d) Climber demonstrates properly attach and detach auto belay to the harness.</li> <li>e) Climber checks auto belay retraction prior to climbing.</li> <li>f) Climber double checks all personal equipment prior to climbing.</li> <li>g) Climber can identify designated routes or the appropriate belay lane</li> <li>h) Climber is comfortable falling, lowering, and climbing.</li> </ul> <p>*Provider may use a variety of methods to assess readiness</p>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
7	<p><b>Candidate can assess the ability of a client to top rope climb and belay.</b></p> <ul style="list-style-type: none"> <li>a) Climber understands the inherent risks, the facility rules, and their responsibilities when top rope climbing</li> <li>b) Climber demonstrates proper fit of a harness</li> <li>c) Climber demonstrates a proper tie in knot</li> <li>d) Climber demonstrates setting up a belay device</li> <li>e) Climber uses climbing commands</li> <li>f) Climber double checks all personal equipment prior to climbing.</li> <li>g) Climber demonstrates belaying, catching a fall, and lowering</li> <li>h) Climbers are comfortable climbing and falling</li> </ul> <p>*Provider may use a variety of methods to assess readiness</p>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>

# Lead Assessment Tool

Use this tool to assess the candidate's experience and knowledge of lead climbing and core teaching concepts learned during the CWI course. Candidates are expected to always behave in a professional manner as described in the CWI Fundamentals Module. Provide feedback on the candidates technical, teaching, and professional skills for each assessment area.

PREREQUISITES		
1	Age - 18 years or older	Verified
2	Candidate has passed the CWI Fundamentals module	Verified
3	Has the requisite lead climbing experience indoors or outdoors. a) Has climbed and belayed a minimum of 40 lead routes or pitches within the last 12 months or is currently approved to lead climb at an indoor climbing facility b) Experience lead belaying with both passive and active devices	Verified

ONLINE PROGRAM CONTENT ASSESSMENT				
1	Candidate understands the key elements of a lead climbing course  a) Inherent risks of lead climbing b) Clipping positions and techniques c) Correct rope positions d) Falling body positions and techniques e) Spatial awareness f) Top anchor styles g) Lead climbing commands	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		
2	Candidate can identify common risks associated with lead climbing.  a) Hazards in the fall zone i. Other climbers, both on the ground and climbing ii. Loose objects on the ground iii. Volumes and other parts of the climbing wall	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		

	<ul style="list-style-type: none"> <li>iv. Furniture, fixtures, and windows</li> <li>b) Belayer position</li> <li>c) Back clips and Z clips</li> <li>d) Rope position around body, legs, and quickdraws</li> <li>e) Skipping quickdraws or clipping above the head or below the waist</li> <li>f) Additional fall forces and distance</li> </ul>			
<b>3</b>	Candidate is aware of common risk mitigation strategies in lead climbing <ul style="list-style-type: none"> <li>a) Accounting for weight differences</li> <li>b) Partner checks</li> <li>c) Route density practices</li> <li>d) Height Limits</li> <li>e) Downclimbing</li> <li>f) Access control</li> </ul>	<b>Pass</b> <input type="checkbox"/>	<b>Marginal</b> <input type="checkbox"/>	<b>Fail</b> <input type="checkbox"/>
		<b>Feedback:</b>		
<b>4</b>	Candidate understands the skills necessary for lead climbing on low angle, vertical and over-hanging terrain. <ul style="list-style-type: none"> <li>a. Understands common lead climbing terminology</li> <li>b. Can illustrate how to read a route, identify climbing and clipping strategies, and predict risks prior to climbing</li> <li>c. Can identify Back clips and Z clips</li> <li>d. Identifies correct body position for falls</li> </ul>	<b>Pass</b> <input type="checkbox"/>	<b>Marginal</b> <input type="checkbox"/>	<b>Fail</b> <input type="checkbox"/>
		<b>Feedback:</b>		
<b>5</b>	Candidate reviews learning outcomes, teaching methods, and activity planning.	<b>Pass</b> <input type="checkbox"/>	<b>Marginal</b> <input type="checkbox"/>	<b>Fail</b> <input type="checkbox"/>
		<b>Feedback:</b>		
<b>6</b>	Candidate properly orders activity plans to effectively develop skill mastery.	<b>Pass</b> <input type="checkbox"/>	<b>Marginal</b> <input type="checkbox"/>	<b>Fail</b> <input type="checkbox"/>
		<b>Feedback:</b>		
<b>7</b>	Candidate demonstrates knowledge of situational teaching <ul style="list-style-type: none"> <li>a) New learners - no knowledge or experience = direct approach</li> <li>b) Learners with some knowledge/maturity = coaching</li> <li>c) Learners with more knowledge/maturity = peer teaching</li> </ul>	<b>Pass</b> <input type="checkbox"/>	<b>Marginal</b> <input type="checkbox"/>	<b>Fail</b> <input type="checkbox"/>
		<b>Feedback:</b>		

## IN-PERSON ASSESSMENT

<b>1</b>	<p>Candidate climbs at the required certification level on lead. – 5.9</p> <ul style="list-style-type: none"> <li>a) Comfortable and confident on lead with smooth efficient movement</li> <li>b) Efficient clipping with no dropped rope or poorly chosen stances</li> <li>c) Always maintains awareness of rope position</li> <li>d) Taking and/or falling does not disqualify a candidate provided proper technique is followed</li> <li>e) Candidate makes sound judgements when lead climbing.</li> </ul>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		
<b>2</b>	<p>Candidate belays proficiently with both a passive and assisted belay device.</p> <ul style="list-style-type: none"> <li>a) Criteria for effective belay technique (all criteria must be met); <ul style="list-style-type: none"> <li>i. Proper configuration and use of the belay device according to manufacturer's instructions</li> <li>ii. Ability to properly feed rope through the device in both directions</li> <li>iii. always maintaining a brake hand on the rope</li> <li>iv. Ability to always brake</li> <li>v. Ability to demonstrate an appropriate behavioral reaction to fall (i.e., the belayer must reflexively react to brake a fall -- even if surprised, stressed, fearful, etc.)</li> </ul> </li> <li>b) The belayer demonstrates prompt responses to climber actions or commands.</li> <li>c) The belayer demonstrates proper position relative to the climber and the wall, avoiding the climber's fall line. <ul style="list-style-type: none"> <li>vi. The belayer demonstrates controlled lowering of the climber to the ground.</li> </ul> </li> </ul>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		
<b>3</b>	<p>Candidate teaches at least one learning outcome from a lead climbing course</p>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		
<b>4</b>	<p>Candidate uses situational teaching when delivering learning outcomes</p> <ul style="list-style-type: none"> <li>a) Candidate can identify the level of experience and comfort</li> </ul>	Pass <input type="checkbox"/>	Marginal <input type="checkbox"/>	Fail <input type="checkbox"/>
		Feedback:		

	b) Candidate responds and adapts their teaching approach to meet the student where they are at.			
<b>5</b>	Candidate can assess the ability of the client to lead climb and belay. a. Climber understands the inherent risks, the facility rules, and their responsibilities when lead climbing b. Climber demonstrates proper fit of a harness c. Climber demonstrates a proper tie in knot d. Climber demonstrates setting up a belay device e. Climber uses climbing commands f. Climber double checks all personal equipment prior to climbing. g. Climber demonstrates belaying, catching a fall, and lowering h. Climbers are comfortable climbing and falling	<b>Pass</b> <input type="checkbox"/>	<b>Marginal</b> <input type="checkbox"/>	<b>Fail</b> <input type="checkbox"/>
		<b>Feedback:</b>		
<b>6</b>	Candidate provides helpful feedback in a respectful and positive manner a) Building trust b) Positive and construct c) Professional – focus on action, not person d) Immediate – at the time of event	<b>Pass</b> <input type="checkbox"/>	<b>Marginal</b> <input type="checkbox"/>	<b>Fail</b> <input type="checkbox"/>
		<b>Feedback:</b>		